

**ENGLISH LEARNING STRATEGIES USED BY HIGH
ACHIEVER STUDENTS IN IMPROVING ENGLISH
AT SMKIT SMART INFORMATIKA SURAKARTA:
A CASE STUDY**



RESEARCH PAPER

**Submitted as a Partial Fulfillment of
The Requirement for Getting Bachelor Degree of Education in
Department of English and Education**

by:

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2018

APPROVAL

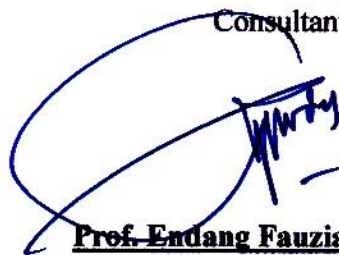
**ENGLISH LEARNING STRATEGIES USED BY HIGH ACHIEVER
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INFORMATIKA SURAKARTA: A CASE STUDY**

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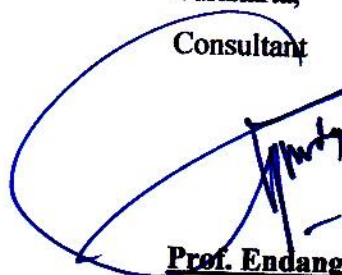
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I confirm that the research paper written by the above-named student meet the scholarly standards for the degree and is therefore eligible to proceed to an examination by the board of examiners of the English Education Department, School of Teacher Training and Education, Muhammadiyah University of Surakarta.

Surakarta, September 2017

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ENGLISH LEARNING STRATEGIES USED BY HIGH ACHIEVER STUDENTS IN IMPROVING ENGLISH AT SMKIT SMART INFORMATIKA SURAKARTA: A CASE STUDY

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STATEMENT OF AUTHORSHIP

I hereby confirm that the research paper entitled "English Learning Strategies Used by High Achiever Students in Improving English at SMKIT Smart Informatika Surakarta: A Case Study" is an original and authentic work written by myself and it has satisfied the rules and regulations of Muhammadiyah University of Surakarta with respect to plagiarism. I am completely responsible for its content. I certify that all quotation and the sources of information have been fully referred and acknowledged accordingly.

I confirm that this research paper has not submitted for the award of any previous degree in any tertiary institution in Inonesia or abroad.

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Sincerely,



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MOTTO

*Verily! Allah will not change the good condition of a people as long as they do not
change their state of goodness. (Ar Ra'd:11)*

Man Jadda Wa Jada

Successful will never deny the hard work

Actions speak louder than words

DEDICATION

This research paper wholeheartedly dedicated to:

My beloved parents for the greatest love and pray

My beloved husband for the love, support and motivation

My beloved children for the energetic smile and hug

My beloved brother and sister

My beloved friends

And Everyone around me who always give me motivation and pray

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All praises be to Allah, the Almighty and the most Merciful because of Allah's blessings, the writer could finally finish her research paper to attain bachelor degree of English Education Department. *Alhamdulillahirabbil'alamin*. The writer wants to express her deepest gratitude to Almighty God, *Allah Subhanahu Wata'ala*. The writer says thank for immeasurable blessings, countless love and the power and strength during finishing the paper. The writer would like to deliver her appreciation and gratitude to everyone who has supported and motivated her in accomplishing this research paper, especially to:

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Finally, the writer realizes that this research paper is far from being perfect so that invite all critical comments. However, the researcher hopes that this paper would give worthwhile to the improvement of English teaching and learning process.

Surakarta, December 2017

The Writer,

Angkin Waskitho Rini

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ABSTRAK

Angkin Waskitho Rini. A 320060369. ENGLISH LEARNING STRATEGIES USED BY HIGH ACHIEVER STUDENTS IN IMPROVING ENGLISH AT SMKIT SMART INFORMATIKA SURAKARTA: A CASE STUDY. Research Paper. Muhammadiyah University of Surakarta. 2017.

Penelitian ini tentang analisa strategi belajar siswa berprestasi dalam mengembangkan kemampuan berbahasa Inggris. Cara belajar ini berdasarkan klasifikasi strategi belajar bahasa oleh Oxford. Tujuan dari penelitian ini adalah untuk menyelidiki tipe strategi belajar yang digunakan oleh siswa berprestasi dalam mengembangkan kemampuan berbahasa Inggris, kemudian untuk menganalisa frekuensi tipe strategi belajar yang digunakan siswa, serta untuk mengetahui strategi belajar yang paling dominan digunakan oleh siswa berprestasi. Penelitian ini adalah sebuah penelitian studi kasus. Peserta dari penelitian ini adalah tiga orang siswa berprestasi dalam kemampuan bahasa Inggris SMKIT Smart Informatika Surakarta yang dipilih berdasarkan nilai siswa, dan lis rekomendasi dari guru bahasa Inggris. Data-data dikumpulkan dari angket SILL, wawancara, dan pengamatan kelas. Dalam menganalisa data, peneliti menggunakan model interaktif, teori milik Miles dan Hubberman. Hasil dari penelitian ini menunjukkan bahwa siswa-siswa yang berprestasi dalam kemampuan bahasa Inggris menggunakan seluruh strategi belajar yang dicetuskan oleh Oxford, yakni strategi memori, kognitif, kompensasi, metakognitif, afektif, dan sosial. Frekuensi strategi belajar yang digunakan oleh ketiga siswa berprestasi berbeda satu sama lain. Siswa 1 menggunakan strategi belajar dengan level frekuensi rendah hingga tinggi, siswa 2 dan 3 menggunakan strategi belajar dengan level frekuensi menengah hingga tinggi, hanya saja siswa 3 menggunakan lebih banyak tipe strategi belajar dalam frekuensi tinggi dibandingkan dengan siswa 2. Strategi yang dominan digunakan oleh siswa-siswa berprestasi ini adalah strategi kompensasi. Penggunaan strategi belajar yang tepat memberikan implikasi positif dalam peningkatan kemampuan bahasa Inggris.

Kata kunci: Strategi belajar, Strategi pembelajaran Oxford

ABSTRACT

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This research is about the analysis of learning strategy used by high achiever students in improving English. The learning strategy is based on the Oxford's classification of language learning strategy. The objectives of the research are to investigate the types of learning strategy used by high achiever students, to analyze the frequency of learning strategy used by students, and to find the dominant learning strategy used by students. This research is a case study research. The participants of the research are three high achiever students of SMKIT Smart Informatika Surakarta who are chosen based on the students' score report, and list from the English teacher. The data are collected from SILL (Strategy Inventory for Language Learning) questionnaire, open-ended interview, and class observation. To analyze the data, the reasearcher uses interactive model of data analysis technique from Miles and Hubberman's theory. The findings show that high achiever students in improving English applied the entire types of learning strategy proposed by Oxford; memory, cognitive, compensation, meta-cognitive, affective, and social strategies. The frequency of learning strategy used by the participants is different among one and other. Student 1 used language learning strategy with low to high frequency, student 2 and student 3 used language learning strategies with medium to high frequency. However, Student 3 tends to use more language learning strategy in high frequency than Student 2. The dominant learning strategy used by high achiever students is compensation strategy. The use of appropriate learning strategies gives positive implication to the improvement of English proficiency.

Key word: learning strategy, Oxford's language learning strategy

